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17. ABSTRACT (MAX. 250 WORDS) Two research projects concerning children from low socioeconomic or culturally different backgrounds were reported. The first project studied the educational and vocational aspirations of junior high school pupils from two socioeconomic groups. It was questioned whether culturally deprived children in a suburban area compared with culturally deprived children from a large urban area. The procedure involved pupils from four residential areas in White Plains. Structured interview forms dealing with educational and vocational aspirations were administered to the subjects and their parents. Certified counselors interviewed all the participating parents and pupils, and data from the school record of each pupil were recorded. Information gathered was coded and punched on IBM cards, and analyzed. The four residential areas included 13 older areas and a new private housing development. Conclusions showed that children from low socioeconomic housing projects were not similar to those described in large urban areas. They wanted education and their parents wanted them to have as much as possible. Their intelligence was equal to the national norm; thus a special academic program should be planned which would be geared for the "national norm" pupil and not the "local norm" pupil.

The second project concerned the use of extensive and intensive counseling with a group of junior high school pupils from low socioeconomic or culturally different backgrounds. Three staff members worked with eighth grade children. They made at least one visit to the home of each pupil as part of the study and also studied the child's record at the beginning of the project to watch for changes in grades and attitudes. The pupils, parents, and teachers were involved in the final evaluation. The counseling activities included individual interviews, group discussions, home visits, organized study groups, and educational, vocational, and cultural trips. Evaluation showed that these underachieving students improved during this period of extra help and counseling.

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WHITE PLAINS PUBLIC SCHOOLS

REPORT OF TWO RESEARCH PROJECTS WITH CHILDREN FROM LOW SOCIO-ECONOMIC OR CULTURALLY DIFFERENT BACKGROUNDS
1959-1960
1960-1961

I. Introduction

White Plains is a city with a population of approximately 50,000. Among its 9000 public school children are many coming from underprivileged areas. Staff members have noted that frequently these children achieve below their ability and that many of them lose interest in school during their Junior High School years. Hence when a grant of National Defence Education Funds was made available to the school system in April 1960 by the Bureau of Guidance of the New York State Education Department, it was decided to study the aspirations of Junior High School children living in a low-cost public housing project and to compare them with children living in more privileged areas of the city.

The findings of this study led to a demonstration research project in extensive and intensive counselling with a group of 34 children who had been identified in the 1960 study. This was done during the school year 1960-61 and was also financed by National Defence Education Funds.

A summary of the objectives, design, findings and implications of these two studies follows:

II. A study of Educational and Vocational Aspirations of Junior High School Pupils From Two Socio-economic Groups.

This study was carried on during the last three months of the 1959-60 school year and was concerned with 136 Junior High School pupils coming from four sections of White Plains. Ninety-nine of the children came from a low cost public housing project and the remainder from three more privileged areas of the city. Fifty-two children were in seventh grade and 42 each in grades 8 and 9.

A careful review of the literature was undertaken to provide a background for the study. The major question left unanswered in the literature and one on which it was hoped this study might focus was -

How do culturally deprived children in a suburban area compare with what the literature claims are characteristics of culturally deprived children from a large urban area?

It was believed that a descriptive study would provide necessary information about this group of children who are a minority in a school system where favored educational opportunities are available and where the majority of pupils are from higher socio-economic level homes.

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A. The objectives of the study

1. Provide a comparison of the educational and vocational aspirations of children coming from low socio-economic areas with those of children coming from more privileged areas.

2. Secure information about the educational and vocational aims of parents of both groups for their children.

3. Obtain information concerning what parents want and expect the schools to do for their children.

4. Determine criteria which might be useful to counselors in identifying children who might be more talented than evidenced by their academic achievement.

B. Procedure

1. Pupils were selected from four residential areas in White Plains.

2. Structured interview forms were constructed which dealt with the educational and vocational aspirations of children and the aspirations of parents for their children.

3. Letters were sent to parents to secure their participation.

4. All the parents and pupils who participated were interviewed by certified counselors.

5. Data from the school record of each pupil was recorded.

6. The information gathered from interviews and school records was coded and punched on IBM cards.

7. The data were analyzed.

C. Personnel

Under the terms of the grant it was necessary that all of the people working on the project be certified guidance counselors. General supervision of the project was under the direction of the Director of Pupil Personnel Services. Co-ordinator of the research was a certified guidance person formerly in the White Plains schools but presently employed as a teacher at Brooklyn College. The co-ordinator studied pupil records, interviewed pupils and analyzed the data. The certified counselors, employed in the White Plains schools, interviewed the parents in their homes.

D. Selection of pupils

Since one of the chief outcomes of the study was to be a factual description of pupils who live in a low socio-economic environment, all children who reside in the White Plains Housing project and attended regular classes in the White Plains Junior High Schools were included in the study.

In order to provide comparative data, a sample of children was used from three sections of White Plains, a well to do section, an older residential area of the city and a new private housing development. The students in this sample were selected by placing the pupil's name on an index card; 2. dividing the cards into three groups according to the area of residence; and 3. selecting every third pupil after the cards had been alphabetized.

E. Limitations of the study

The experimental procedures employed in the study and the statistics used, resulted in obtaining findings which were descriptive. A further limitation of this study was that all responses of parents and pupils were based on interview information. With the exception of marks, absences, tardiness and test scores there was no attempt to validate such information as parents' occupation, education, years of residence in community and other basic data.

F. Significant Findings

1. Over 90% of the families living in the housing project had lived in White Plains more than eleven years, whereas, 50% of the families living in single family homes more than eleven years.

2. 11% of the parents in the housing project had more than a high school education. Over two-thirds of the other group of parents had more than a high school education.

3. 50% of the housing project mothers worked outside the home. 20% of the upper class mothers worked.

4. Housing project children earned lower marks, the higher the grade.

5. I. Q.'s of lower socio-economic children were average for the national norms but significantly below the higher socio-economic level children.

6. The number of school absence increased for the housing project children the longer they went to school. Absences decreased among the privileged group the longer they went to school.

7. Housing project children were sent to the office more frequently than the children from the higher socio-economic homes.

8. One third of the housing project children had their own study room. 70% of the higher socio-economic level children had their own study room.

9. Approximately 57% of the housing project children and 95% of the higher socio-economic children expect to go to college.

10. All of the higher socio-economic level children were registered in what might be called college preparatory courses. 37% of the lower socio-economic level children were registered in the same course of study.

11. Evolving occupational preference in the lower socio-economic group showed that from kindergarten to present grade there was an 18% change in preference for professional occupations. In the higher socio-economic level group there was a 44% change in preference for the professional occupation.

12. None of the children in the higher socio-economic level group aspired to be in skilled occupations; 11% of the lower economic level wish to be in a skilled occupation.

13. Forty-six percent of the lower socio-economic level parents wished their children to enter a professional occupation. Only 32% of the higher socio-economic level parents said they wished their children to enter a profession. A great number of the latter parents gave "whatever the child wants to be is all right" as their response.

14. Nine percent of the housing project children felt they would end up in a non-professional occupation even though they wished to be in a professinn. Five percent of the higher socio-economic group felt they would not enter the professional occupation they wished for themselves.

15. Seven percent of the housing project children said they would become laborers even though none of them wished to be in this category.

16. The subjects considered most helpful for their future occupation by both groups of children were English, Mathematics and Science.

17. Parents in both socio-economic levels felt they would like the schools to help their children with educational problems.

18. Parents of the housing project children wanted at least some help for their children in vocational, social and personal problems.

19. Parents of the higher socio-economic children wanted the least amount of help from the school for their children's personal problems and did not strongly favor the school's providing their children with help in vocational and social problems.

G. Conclusions and Implications

It seemed safe to conclude that the children in the White Plains low socio-economic housing project are not similar to those described in the literature and who live in large urban areas. The children in the White Plains housing project do want an education; more than 85% wish to complete high school. Their parents wish them to gain as much as possible from their schooling. As far as intelligence is concerned they may be described as at least equal to the average of the national norm. This fact also distinguishes them from the lower scoring housing project children of large urban areas. The White Plains low socio-economic level children compete with pupils who are considerably above average. To counsel these children on the basis of "local" norms only would seem to be unrealistic. To place them in a regular college preparatory program would also not solve the problem. It could well be that a special academic program should be planned which would be geared for the average "national norm" pupil.

One of the unexpected, yet important by-products of the study was the positive reaction of the parents to the home interviews and the added understanding which the counselors gained from seeing the child's home setting. One counselor described it in this fashion:

> "I found that despite the socio-economic level of the family there was a common denominator throughout - that is a genuine interest of the parents in their children. They all have similar fears, hopes, and anxieties. The major difference between the lower socio-economic families and the higher socio-economic families is that the higher groups knows somewhat better how to cope with their problems. The lower socio-economic families wish to help their children with equal zest but I don't believe they know how to go about it. I found that within the housing project there are hard working parents who in intelligence, ability and many other traits important to the community, rival and surpass those living in the "better" sections of the city. This was a warning to me and should be a warning to the other counselors that it is very unsafe to judge an individual or his family by the part of town in which they live."

H. How the findings have been used

1. The findings of the study were reported to and discussed by the Superintendent's Administrative Staff (Elementary, Jr. High School and High School principals and supervisors).

2. The guidance counselors devoted one full conference day to a discussion of the findings and the implications for their counselling activities. They were particularly concerned about

the poor achievement and lack of interest in school of many of the children in the lower socio-economic group. In addition it seemed evident that talented children from this type of environment might appear to be working at their highest level of ability when they were doing only slightly above average academic work.

3. The findings formed the basis for the second research project which was carried on during the 1960-61 school year.

III. The Use of Extensive and Intensive Counselling with a Group of Junior High School Pupils of Low Socio-economic or Culturally Different Backgrounds

As a result of their study of the research project previously described, the staff became interested in trying to determine what types of counselling pupils of different socio-economic levels require and wish to have. Counselors were especially interested in determining:

1. What could be done to motivate children from a low socio-economic environment or culturally different backgrounds to develop and achieve goals in line with their ability.

2. How parents could be stimulated and guided in helping their children to attain these goals.

When another N. D. E. A. grant becomes available the Junior High School principals and counselors agreed that demonstration project would be developed which would involve a limited number of children.

A. Objectives

This project was designed to explore and evaluate various procedures that could be used to:

1. Interest and motivate pupils with average or above average ability and low achievement.

2. Bring parents into closer cooperation with the school and help them gain a realistic picture of their child's potential.

3. Establish opportunities for pupils to improve study habits.

4. Provide occupational information and source materials so that realistic career planning and information gathering can take place.

5. Expose children to cultural experiences in music, art, literature and travel with which they have previously had little or no contact.

B. Personnel

Three staff members certified in guidance agreed to work on the demonstration project. Two are working as full time counselors

and the third is a teacher who is assigned one period a week for group counselling with his homeroom. Each person brought to the project a wide background of experience and a genuine interest in children as individuals. Each is recognized as having been a successful teacher. Each worked on the 1960 study and was enthusiastic about the experience. The Director of Pupil Personnel Services served as Co-ordinator of the project.

C. Selection of Participants

Each counselor was asked to select 10 children who had been in the 1960 study, who were believed to have at least average ability, but who have not worked up to their potential. Preference was to be given to pupils in the 8th grade from a low socio-economic background. It was agreed that if counselors could not involve children who had been included in the 1960 study, they would try to select students whose backgrounds were comparable to those included in that study.

D. Procedure to be followed by Counselor

1. Select ten students with whom he would like to work who met the above criteria.

2. Start work with as many of the ten as he could and add others as he had time.

3. Explain the project to parents and children and gain their cooperation.

4. Make at least one visit to the home of each pupil included in the study.

5. Study the child's record at the beginning of the project and watch for changes in grades and attitude.

6. Involve pupils, parents and teachers in the final evaluation.

7. Submit records on the work done with each child and an evaluation of his project by June 16.

Each counselor was free to develop the program with his group as he became aware of the children and their interests. Work was to be done at the close of the school day (4:30 P.M.) and on weekends.

E. Co-ordination

Regularly scheduled meetings were held as a means of co-ordinating the three counselors activities. In addition a monthly payroll form was devised on which each counselor recorded his activities with each child during the month.

F. Definition of Terms

For the purpose of this study the following definition of terms was developed:

1. Low socio-economic neighborhood the area in which the White Plains Public Housing project is located and other areas in the city in which family incomes and living are approximately the same.

2. Culturally different family cultural patterns, values and background are not the same as those of the majority of families sending children to White Plains schools. (Counselors preferred culturally different to culturally deprived since a child may seem deprived in terms of our culture but not in terms of his own culture).

3. Extensive counselling, counselling which exposes the child to a number of vocational, educational and cultural opportunities (counselling in breadth).

4. Intensive counselling, counselling which is concerned with the child's specific interests and needs (counselling in depth).

G. Description of the demonstration group

A total of 34 junior high school pupils were involved in the demonstration project. There were 11 in the seventh grade, 17 in the eighth grade and 6 in the ninth grade. The group included 24 boys and 10 girls whose ages ranged from 12 to 15 years. Fourteen of the 34 children were participants in the 1960 study. A review of the results of the group intelligence survey (Ctis) given when the participants were in sixth grade showed a range in I. Q. scores from 85-118

Twenty-one of the participants lived in the Public Housing Project and nine lived in low income areas. The remaining four were from moderate or high income areas of the city. Eight came from broken homes which were the result of death, divorce, or separation and in each of these cases the child was living with the mother.

Ten of the fathers were unskilled laborers, five were skilled tradesmen, three were clerks, three were salesmen and one was an unemployed tree surgeon. In each of the homes where there was no father, the mother partially supported the family. A total of 11 mothers worked to support or help support the family. Four of the mothers worked as clerks or bookkeepers, five were domestic workers, one was a cafeteria worker and one was an elevator operator.

All of the children were achieving below their potential at the time the demonstration project started. Some were children of average ability who were failing or barely passing and the others were children of above average ability who, although passing, were not fully utilizing their academic potential. As stated previously

the demonstration project was primarily designed to work with children from the lower socio-economic areas of the city. However, four from higher socio-economic areas were included for specific reasons. Two were boys with multiple problems of adjustment whom counselors believed would benefit from the experience of working with the group. Two urged the counselor to let them join and it was felt that their presence in the group would benefit the group and that in turn the boys would be helped by the experience.

H. Counselling Activities

1. Individual interviews with pupils were used as an opportunity to (1) talk about the children's interest and ambitions, (2) to introduce information about a variety of occupational and educational opportunities, (3) discuss study habits, preparation of written reports, review school progress and (4) allow children to bring problems about which they were concerned. Approximately 118 hours of counselor time were spent in formal interviews.

2. Group discussions were used as a means of planning activities, discussing study habits, and as a "bull session", by some of the boys who were concerned about the difference between the school's expectations and the expectations of the peer group. Each counselor arranged for some type of social setting with refreshments during which their groups could chat together about a number of subjects. A total of 38 hours of time was spent in group discussion. Few who were familiar with the project would care to guess how many more hours were spent in this activity but not reported.

3. Home visits were used as an opportunity to (1) inform the family of the project and gain their cooperation (2) discuss the child's need for a quiet place to study, progress in school and the child's ability. Counselors placed emphasis on the effect of family life on children and their environment. Some of the parents used the time to discuss problems they were having with their children. A total of 132 hours of counselor time was devoted to home visits.

4. Organized study groups. Each counselor used organized study in some way. One counselor held study sessions twice a week at a neighborhood center, which was near the homes of the boys with whom he was working. On other evenings he worked with individuals or small groups at the public library. A second counselor arranged for daily sessions from 3:30 to 4:30 P.M. in a room adjacent to her office at the school.

   The third counselor conducted study sessions three evenings during the week from seven to nine o'clock in the school library or in an adjacent classroom. The study sessions were held two nights a week at first but later extended to three nights at the request of two children. Word of the evening study period spread throughout the school and neighborhood. Other children expressed a desire to attend. In April evening study was opened to others in the school. Attendance was poor at first but the number increased until by the second week in May the number of pupils studying together ranged

from twenty to thirty including members of the demonstration group. A total of 42 different pupils utilized the evening study opportunity.

Most of the children came from the neighborhood near the school. A survey of the children attending the evening study period indicated that 25% did not have the proper study resources at home (dictionary, encyclopedias, etc.) and 50% lived in housing situations where study was difficult or impossible. It is important to note that these were children living in a neighborhood which is not the worst or most crowded housing area in the city. A survey of children in and around the housing project might well have revealed worse home study conditions.

Attendance was regular although study hours were not mandatory. The counselors used the study sessions as an opportunity to teach study habits, provide extra help and to check the progress of the demonstration project group.

A total of 78 hours of counselor time was devoted to the supervision of study activities.

5. Educational, vocational and cultural trips. Trips and visits were planned that would "open doors" to cultural, vocational and educational opportunities which might otherwise be closed for one reason or another to these children. Counselors wanted the children to see the world outside of the restricted home neighborhood which they seldom leave and in which they may be content to stay.

Two groups of Negro boys accompanied their counselors for a week-end camping trip as a part of the project. They cooked meals, hiked through the mountains, and attended the nearby rural church. One of the boys commented that they were made to feel welcome in the community.

A group who were interested in art and architecture were taken on a trip to Riverside Church and the Metropolitan Museum of Art in New York. Another group attended one of Leopold Stokowski's children's concerts at Carnegie Hall. The attitude of the group was one of tolerance at the start but at the end the comments were: "I never thought I would ever like a symphony orchestra" and "It really sounds good when you hear it in person."

Trips to educational institutions were included in the experiences provided in this connection. These included a small private college and a large city university. One parent reported that the trip to a small college was "The first thing that made his child show some enthusiasm all year." Another parent commented that "The college trip impressed his boy more than any other activity in the project."

Several opportunities to explore a variety of settings where the children could observe different types of work were provided. These included visits to a large research laboratory, automobile salesrooms, a trip behind scenes at a bank and a tour of the large county hospital where the children learned about the work of nurses, nurses aids,

laboratory technicians, occupational therapists and other specialized occupations associated with running a hospital.

The opportunity to listen to foreign language records, view pictures and examine stamp, coin and souvenir collections from foreign countries fascinated several of the children and opened the door to what it means to be able to travel.

In addition to what the children heard and saw on these various trips, they observed the counselors as they talked freely with college professors, museum guides, doctors and scientists. Children were introduced to and welcomed by these people. A few children were taken to visit the homes of two successful Negro leaders in the community and thus had an opportunity to talk over some of their problems with people who have succeeded.

Trips were not mandatory and no child participated in all of the trips. Transportation was furnished by counselors and most of the children brought money for small lunches. Otherwise counselors helped out. A total of 88 counselor hours was spent on activities described in this chapter.

I. Evaluation

It would be misleading to evaluate the demonstration project on the basis of improvement in grades alone. However a study of the grades presented an idea of the immediate results the children obtained from the program.

A composite study of the grades of all 34 members of the demonstration was made comparing the grades received during the first semester with the grades received during the second semester when the project was in progress.

This was done by taking as an aggregate the grades of each subject that the children took and tabulating the total number that went up, down and remained the same. The results show that the grades of the group as a whole went up in 95 subjects, went down in 41 subjects and remained the same in 110 subjects. Of those subjects that remained the same for both semesters, 10 were F grades.

The marks of a sample group of 19 participants in the 1961 demonstration group were compared with 19 members of the 1960 study group who have completed the 8th grade and were not participants of the 1961 demonstration group. Each group was chosen at random and no attempt has been made to make a statistical study of the results. The comparison is made between the grades received in the first semester when neither of the groups received extra help, and the grades in the second semester when the 1961 demonstration group received extra counselling, and the comparison group did not.

It was found that the members of the 1961 demonstration group improved in more subjects during the period of extra help and counseling than did a group of comparable ability and background who did not receive the extra help. It was also noted that the demonstration group had fewer lower grades during the same period than the

the same, 5 of the 1961 project group were F and 12 of the comparison group were F.

Each of the participating counselors felt that the improvement shown in citizenship which includes attitude, effort, and class participation was of greater significance than improvement in grades. It was felt that growth in these areas would contribute more to continued improvement in achievement in years to come.

It is noted that five of the comparison group failed the grade, whereas only three of the 19 in the 1961 demonstration group chosen for the comparison failed the grade (F in 2 major subjects or 3 minor subjects). Of the total demonstration group of 34, only 4 failed the grade. All of the failures are likely to be made up in summer school.

As far as is known, no adequate way has been found to measure success or failure in a project of this type in which change in a child's concept of what he can do is sought and it is hoped that he in turn will be motivated to do better. Surely a period of five months was too short a time to expect much in the way of change. Even if, as it was believed new doors of opportunity were opened for many of these children and some of them did make an initial attempt to improve, there was sufficient time for them to test themselves or for teachers to evaluate what had happened.

Where improvement was noted the question is, "Will the child be able to sustain this in the future?" Where no change was observed the question is, "Has a seed been sown which will bear fruit later?" Plans have been made to follow the progress of each child until he leaves the school system although it is not anticipated that the intensive counselling given during the demonstration project can be continued.

J. Observations and Findings of the Counselors

1. Each counselor agreed that any successful attempt to help children from a low socio-economic or culturally different environment who appear to be under-achieving should combine work with the family, individual counselling and help with study habits. It is believed that failure to work in any of these areas would minimize progress in others.

2. Many of these children come from homes where there is little feeling of family spirit or solidarity because of a lack of family routines or common family activities. The counselors believe that many of the parents can be helped to realize the effect of close family ties and family routine on the aspirations and achievements of their children.

3. Counselors felt that the parents of many of these children would not take the initiative in contacting the school when they are worried about their child's school progress. They need to be assured that the school welcomes their visits to school and phone calls and that such calls are not "wasting the time" of counselors and other school personnel. In most cases the school has

called them only in case of serious discipline problems and school contacts have traditionally been unpleasant experiences.

4. The counselors believe that the interest and cooperation of parents is necessary if the child is to develop a realistic picture of himself as a person and achieve in line with his ability. They further believe that this interest and cooperation must be actively sought by the school when it is dealing with parents from neighborhoods such as included in the demonstration project.

5. The counselors believe that it is most important to them to visit the homes of children from this type of background in order to gain an understanding of some of the factors contributing to their problems

6. Through individual conferences with children counselors learned much about their worries and the problems they face in trying to live in two worlds - the world of the school with its values and expectations and the world of their peers which often scoffs at the standards set by the school and parents.

7. Many of the children in the demonstration project were labeled by teachers as shy and uncommunicative. It was said they did not contribute to class discussions. At the close of the project, several teachers remarked about the fact these children were beginning to contribute to class discussions. A study of the response of the children to trips led to the conclusion that perhaps these children have been uncommunicative and non-contributing members of class discussions because they felt they had nothing to contribute. It is very difficult for a child to write a composition about what he did on a vacation if he didn't do anything different. It is particularly difficult if other members of the class are able to report on an extended trip or some other adventure which is beyond the experience of the child from the low socio-economic or culturally different background.

8. The counselors were particularly impressed with the very real problem children in the demonstration project had in knowing how to use reference materials and how to organize what they found so that it would meet the requirements of homework assignments. The lack of a place to study at home without interference from other family members was also a real problem for a majority of children in this project.

Without a doubt the most unexpected result of the demonstration project was the eagerness with which many children responded to an opportunity for regular study periods outside of school hours.

9. The counselors were of the opinion that the trips taken did "open new doors" to the children as they had hoped they would. In addition it is believed that from these trips the children developed varying degrees of self-confidence in meeting new people and planning for new experiences which will be useful to them as they mature.

K. Observations and Conclusions of the Co-ordinator

As a result of this experience and the 1960 study from which the demonstration project was an outgrowth, certain observatinns can be made and questions raised. It is recognized that valid conclusions cannot be drawn from such a small sample of cases but the following points are raised for consideration.

1. The positive reaction of most of the parents to the demonstration project seems to indicate the importance of the school assuming the initiative in reaching out to the parents who do not voluntarily approach the school. Do school people assume too quickly that a parent's failure to come to school represents a lack of interest on the part of the parent?

2. Counselors found that many of the children have no place to study and did not know how to organize themselves for study. What responsibility does the school have for providing opportunities for supervised study after school hours? How can this be financed? What can teachers do to help children learn better study habits? Does this have any significance for the nature of assignments of homework in the elementary schools? Do schools rely too much on the fact that some parents help their children with homework? Is there any way in which children, whose parents do not have the background or interest to help them, can be given additional help by the school with homework assignments?

3. Some parents asked for concrete help in knowing how to help children. How can parents be helped to see that children need more than "Yelling at to do homework."

4. At the beginning of the study many of the children in the demonstration project were described by teachers as uncommunicative, shy and not participating in class. At the end of the project they reported that some of the children were beginning to participate in class discussions and were writing better compositions. It is possible that in some cases schools have failed to understand why children are uncommunicative? Can schools provide experiences and background information about which children, who do not have these experiences as a part of their everyday living, can communicate. What significance does this have for curriculum?

5. Some of the boys discussed their conflict in trying to meet standards of good citizenship set by the school and the entirely different standards imposed by the peer group. What can the school do to help children who are confronted with this dilemma? Can the school work more closely with community leaders in helping these children identify with successful members of their own cultural background and thereby gain a feeling of status and self-worth?

6. The counselors indicated that they felt that many people living in the neighborhood from which the children were selected for the demonstration project had a much better feeling toward the schools than they did before. They believed that this was because emphasis

has been on helping children in a quiet way and that neither the project nor the 1960 study have been given any publicity. To carry on this type of help is an expensive proposition for a school district. How can public support be obtained for the services needed?

7. One of the conclusions of the 1960 study was that the children in the housing project area "are not similar to those described in the literature and who live in large urban areas. The children in White Plains do want an education; more than 85% wish to complete High School. Their parents wish them to gain as much as possible from their school. As far as intelligence is concerned they may be described as at least equal to the average of the national norm." This conclusion seems to be further confirmed by the findings of the counselors in the demonstration project.

L. How the results of this study are being used

1. Counselors expressed the desire to continue with the study hours and home visit. The possibility of making the counselor's day more flexible to allow time for home visits was discussed with the administrative staff. Administrators agreed with the idea and are making it possible for the individual guidance counselors to do this if they wish.

2. It has been suggested that each counselor select one or two children of the type included in the demonstration project for extensive and intensive counselling. It is believed counselors would learn much from this and would have the satisfaction of feeling that at least in one or two cases they are doing the "kind of counselling they would like to do but never have the time to do." We hope that this will lead to a greater use of counselling with small groups of children with similar needs.

3. Both the 1960 study and the demonstration project pointed to the need of starting with children in elementary grades. The principal of one of the elementary schools serving the Housing Project area attended the co-ordinating meetings held in connection with the demonstration project. He developed a plan for that school which includes closer work with families and broadening the curriculum to include many of the experiences which the studies that have been made seem to indicate are needed. This plan was submitted to the Bureau of Guidance and was approved for a grant under "Project Able." The emphasis for the project this year is being placed on the kindergarten and third grade program.

In conclusion it might be said that as a result of the 1960 study and the demonstration project the White Plains Public Schools have found that they have not only a source of undeveloped ability among a group of children coming from low socio-economic or culturally different backgrounds but that there is a hidden potential among the parent group which if developed can be a source of strength to the schools and the community.

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